

CU ESD working group

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CU ESD working Group

Coventry University signed the SDG accord – a collective response from HE institutes to the SDGs – in 2018. A handful number of enthusiastic members of staff, including senior managers, professional services, and academics established a working group with two intertwined purposes:

1. To support senior management of the university towards Coventry University commitment in achieving the goals in the University day-to-day activities.
2. To discuss, brainstorm and share best practice to inspire and support CU academic staff across faculties in bringing SDGs into the university classrooms.

SDG Workshops

Initially, CU ESD working group focused on two levels of staff awareness and implementation. They designed a series of workshops to make academic staff across faculties becoming aware of the sustainable goals and the importance of these goals in having a better future and healthier planet. Since 2018, several workshops delivered across the University Group (Coventry, CU College, London, and Scarborough).

1. SDG Awareness workshops
2. Embedding the SDGs into the curriculum

Workshops across University Group

Here is the list of the SDG workshops that have delivered since 2018,

Date	Location
12 th July 2018	Coventry University – main campus
7 th March 2019	Coventry University – main campus
2 nd May 2019	Coventry University – main campus
8 th May 2019	Coventry University – main campus
20 th May 2019	Coventry University – London Campus
5 th Sept 2019	Coventry University – Scarborough
21 st Oct 2019	Coventry University – main campus
11 th Nov 2019	Coventry University – main campus
8 th Jan 2020	Coventry University – main campus
15 th Jan 2020	Coventry University – CUC College
17 th Feb 2020	Coventry University – main campus
26 th Feb 2020	ESD bespoke workshop for School of Strategy & Law (FBL)
28 th Feb 2020	ESD bespoke workshop for CU Scarborough

Next semester plan

The following webinars have also designed for the next semester from May 2020:

Workshop	Date
SDG Workshop – 4-steps model to embed the goals into the curriculum	6 May 2020 1300-1400 27 May 2020 1300-1400 12 June 2020 1300-1400 8 July 2020 1300-1400

Awareness & Implementation

SDG Workshops on awareness provided our academic staff with the history of goals, the millennium development goals and the significant progress of those eight goals in improving the standard of during 15 years (2000-2015) in the developing and under-developed areas of the world.



The second level workshops – implementation – emphasised on how can we bring the goals into classroom level and embedding the goals into the university curriculum. At the second level, the focus was to assist our academic staff in embedding the goals into their modules/courses curriculum. CU ESD working group designed a 4-step model to assist staff in embedding the goals into the curriculum.

The six pillars of Coventry University education strategy for transformative learning, alongside with socio-cultural, socio-economic, and environmental dimensions, were the foundation of the 4-step model:



The result has been extraordinarily successful. In late 2017, there were a few academic staff across faculties who were familiar with the goals. Even among those few who were familiar with the goals, only a handful number took the goals into their classrooms. Now, after two years, almost everyone in the schools and faculties across the sites of the university group in Coventry, CUC, London and Scarborough are familiar with the goals.

Some excellent case studies show brilliant innovations that our academic staff created to embed the goals into the university curriculum. They used the four-step model to create fantastic classroom activities for students in their modules/courses to engage them with sustainable development goals.

4-step model to embed the goals into the curriculum

Step 1 – a light touch

Having seventeen SDGs, 169 targets (about ten targets for each goal) makes educators hesitating to go through it and embed them into their learning design for students. We decided to make it easy for them. Therefore, in this step, we asked them to think about the learning objectives/outcomes of their module/course and go at light touch level ***pick the goal/goals***, which are, most related to their learning outcomes. Educators at this step needed to read the name of the goals and decide which one of them relates to their module/course. This light touch step was reducing the seventeen goals to maximum two or three goals in many cases.



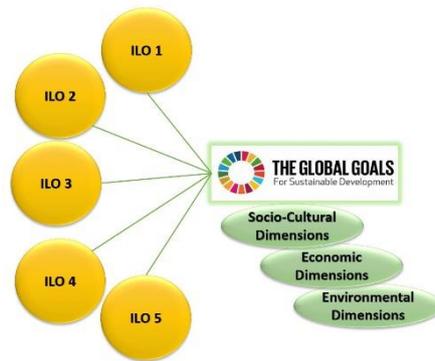
Step 2 – the targets and indicators of the chosen goals

In this step, we asked educators to read the ***targets*** of the goals that they picked in the previous step. That means they now need to go through a maximum of 30 targets rather than the total of 169 targets and decide which of them are most related to their module/course learning outcomes. After identifying those specific targets, they are ready for the third step, which is the design of the classroom activities.

Step 3 – designing classroom activities

So far, educators have some specific targets of some of the SDGs for which they need to design some classroom activities for their students. We encouraged them to consider the following three dimensions to create activities for their students:

1. Socio-cultural
2. Socio-economic
3. Environmental



In the above image, we have intended learning outcome (ILOs) and the specific goals and the targets which are most related to those ILOs. By taking those three dimensions, educators can design activities which are addressing the goals for their students in the classroom. That means the goals are now by taking three simple steps brought own into the classroom level. Now, the educators were ready to map their innovation against the six pillars of the Coventry University education strategy.

Step 4 – six pillars of the Coventry University strategy

At this stage, we asked the educators to map their innovations against the six pillars of transformative education.



- 1- Research inspired teaching
- 2- Embedded employability
- 3- Creativity & enterprise
- 4- Multicultural and international engagement
- 5- Community and responsibility
- 6- Innovation and digital fluency

These six pillars, alongside the activities related to the sustainable development goals, nicely link us with the third level of our approach towards sustainable education as Coventry University, which is making the university curriculum authentic. The CU education strategy pillars designed and created to provide authentic and enthusing students experience for students. Considering the pillars in learning design for students equip them with not only high standard subject knowledge but also skills and proficiencies, they needed to be able to engage and tackle real-world problems.

ESD and authentic curriculum

Considering the six pillars of the Coventry University education strategy for transformative learning alongside with the 4-step model introduced in the previous sections, we noticed that education for sustainable development (ESD) and authenticity in education are very much intertwined. These matching elements led us towards our third level of workshops on ESD at the Coventry University group. In this level, we highlighted the three elements of authenticity in education for staff;

- 1- Knowledge
- 2- Skills and competencies
- 3- Values and attributes



[Education for sustainable development page on Academic development website](#)